

COVER SHEET FOR AMENDMENT OF POST-TRAVEL SUBMISSION

SUBMIT DIRECTLY TO THE OFFICE OF PUBLIC RECORDS IN 232 HART BUILDING

Purpose of Amendment (describe the reason for amending original submission): Post-travel submission

must be amended with the Office of Public Records in SH-232.


(Signature of Traveler)

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Aspen Senior Congressional Education Staff Network Retreat

Planning and Implementation of the Every Student Succeeds Act: Next Steps for States and Districts

**Wye River Conference Center
600 Aspen Drive
Queenstown, MD 21658
P: 410-827-7400**

August 8-10, 2017

AGENDA

Retreat Goals:

- Understand how states are creating and implementing their Every Student Succeeds Act (ESSA) plans and how they will monitor implementation at different levels of the system.
- Understand states' theories of action around the design of ESSA accountability systems—including the new English language proficiency indicator—and the development of approaches to school improvement.
- Engage in active learning and build working relationships with education leaders from the field, as well as with colleagues from different parties and chambers.
- Explore potential roles for Congress and the U.S. Department of Education (ED) in monitoring and guidance around ESSA implementation.

Tuesday, August 8, 2017

12:00 PM	Arrival and Check-In
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12:30 – 1:00 PM Lunch

1:15 – 1:45 PM Welcome, Overview, and Retreat Objectives

Ross Wiener, Vice President and Executive Director, Aspen Institute Education & Society Program

To guide the retreat's discussion, Congressional staffers and faculty members will begin by sharing their top two learning objectives for the convening.

1:45 – 3:15 PM Session I: Setting the Context

Kirsten Baesler, Superintendent of Public Instruction, North Dakota
Sharmila Mann, Director, K-12 Institute, Education Commission on the States
Jake Yunker, Deputy Policy Director, Office of Governor Mary Fallin of Oklahoma

Guiding Questions:

- *How is ESSA state plan development and implementation integrated with other state-level policy priorities?*
- *How did feedback from stakeholders inform states' approaches? How did states engage governors?*
- *What lessons have states learned from the peer review process? What can states planning to submit plans in September learn from April submissions?*
- *What are the potential implications of future leadership changes (i.e., gubernatorial elections, state chief turnover) on ESSA implementation?*

3:15 – 3:45 PM

Break and individual reflection

3:45 - 5:00 PM

Session II: Designing and Implementing Accountability Systems that Support School Improvement

Veronica Garcia, Superintendent, Santa Fe Public Schools

Betheny Lyke, Executive Director, Illinois Center for School Improvement

Kunjan Narechania, Assistant Louisiana State Superintendent & Louisiana Recovery School District Superintendent

Guiding Questions:

- ***What are states' theories of action around their accountability systems?***
- ***How did state education agencies (SEAs) determine what measures to include in their formal accountability systems and what measures to informally report on? What changes might SEAs make in the future? What is the data quality and capacity needed to clearly and accurately report on these measures?***
- ***How are states and district planning to move from identifying schools for improvement under the accountability system to improving outcomes for students?***

5:00 – 5:20 PM

Taking stock: Staff reflections and feedback to guide remaining discussions

6:30 PM

Networking Reception with Expert Faculty

Staffers will have the opportunity to network with participants during the reception.

Faculty Participant Attendees: Kirsten Baesler, Veronica Garcia, Pete Goldschmidt, Betheny Lyke, Sharmila Mann, Kunjan Narechania, and Jake Yunker

7:00 – 8:30 PM

Working Dinner with Discussion of Earlier Sessions

Wednesday, August 9, 2017

7:30 – 8:30 AM

Breakfast

8:30 – 10:15 AM

Session III: Assessing English Learners' Progress

Pete Goldschmidt, Associate Professor, California State University Northridge,
Department of Educational Psychology and Counseling
Veronica Garcia, Superintendent, Santa Fe Public Schools

Guiding Questions:

- *How are SEAs setting goals and exit criteria for ELs (English learners)? What measures are they planning to use, and what is the quality of these data? What evidence or data are they using to set these goals, and what feedback have they received?*
- *How are SEAs prioritizing ELs' growth within the accountability system?*
- *Where are SEAs and local education agencies (LEAs) receiving resources and tools to support ELs? What supports are needed?*

10:15 – 10:35 AM Break

10:35 AM – 12:00 PM Session IV: Next Steps for School Improvement

Veronica Garcia, Superintendent, Santa Fe Public Schools
Betheny Lyke, Executive Director, Illinois Center for School Improvement
Kunjan Narechania, Assistant Louisiana State Superintendent & Louisiana Recovery
School District Superintendent

Guiding Questions:

- ***What are states' and LEAs theories of action around school improvement under ESSA? How does this affect their roles and responsibilities?***
- ***How are SEAs planning to identify comprehensive support and improvement and targeted support and improvement schools? Will they distribute school improvement funds by formula or by competitive grant? How did they reach these decisions?***
- ***How are SEAs using or complying with ESSA's evidence requirements for interventions? What interventions do they plan to use and/or approve?***
- ***What supports do LEAs need to support comprehensive support and improvement (CSI) and targeted support and improvement (TSI) schools?***

12:00 – 1:00 PM Lunch

1:00 – 2:45 PM Session V: Deep Dive into State Plans

**Pete Goldschmidt, Associate Professor, California State University Northridge,
Department of Educational Psychology and Counseling**

In small groups, staffers will have the opportunity to examine components of proposed approved accountability systems in two states' ESSA plans.

Guiding Questions:

- ***What is new or different? What has not changed?***
- ***What is not captured in the plan that you would want to know about, or think ED should monitor?***

2:45 – 3:00 PM Break

3:00 – 4:45 PM Session VI: Oversight and Monitoring of Plan Implementation

**Pete Goldschmidt, Associate Professor, California State University Northridge,
Department of Educational Psychology and Counseling**

Sharmila Mann, Director, K-12 Institute, Education Commission on the States

Guiding Questions:

- *What are the most important roles for ED? How is this changing over time? Are there things states and districts expect from ED that they are or are not getting? Are there aspects of the working relationship between ED, states, and districts that can be improved?*
- *What would effective monitoring of ESSA implementation look like? In the past, what has been most helpful for states and districts? Least helpful?*
- *What does this suggest for the specific roles Congress and ED should play? How can ED support states and districts outside of formal oversight and monitoring (i.e., resources, tools, networks)?*
- *What should ED and Congress not do? What about past oversight and monitoring needs to change to ensure successful implementation of ESSA?*
- *How can ED and Congress ensure compliance with the law, but move states beyond a compliance mindset?*

6:15 PM

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7:00 – 8:30 PM

Working Dinner with Discussion of Earlier Sessions

Thursday, August 10, 2017

7:30 – 8:30 AM

Breakfast

8:30 – 8:45 AM

Staff reflections and feedback to guide remaining discussion

8:45 – 10:30 AM

Session VII: Challenges and Opportunities on the Horizon

Kirsten Baesler, Superintendent of Public Instruction, North Dakota

Jake Yunker, Deputy Policy Director, Office of Governor Mary Fallin of Oklahoma

Guiding Questions:

- *As states and districts begin implementing their plans, what issues do they need to prepare for (i.e., building internal capacity, identifying resources, navigating state and local politics)? How can previous experiences inform their approaches?*
- *What supports will states and districts need to navigate these challenges or take advantage of these opportunities?*
- *What are the other dynamics (personalized learning, career and technical education/Perkins, etc.) at play in this space? How do they relate to ESSA—or not?*
- *Are states incorporating school choice in their ESSA plans and implementation? What role does ED play in incentivizing states to incorporate school choice?*

10:30 – 10:45 AM

Break

10:45 – 11:00 AM	Complete Retreat Evaluation
11:00 – 11:30 AM	Final Observations from Expert Faculty
11:30 – 12:00 PM	Taking Stock: Staff Reflections and Feedback to Guide Next Steps for the Network
12:00 – 1:00 PM	Lunch and Adjourn
1:00 PM	Participants Depart

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